

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • X-4

MATERIALS

Reading
 Passage:
 Part 1 (2 copies)

Timing device;
 Graph

Reading
 Passage:
 Part 2 (2 copies)

Game cards;
 Game board;
 Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Up From Slavery* to provide a model of fluent reading.
 Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.
 Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What did Booker's mother do? (cooked for everyone on the plantation)

What was their cabin like? (many holes, no stove, no bed, etc.)

Where did Booker and his siblings sleep? (on a pile of rags on the floor)

If time permits, repeat the steps above using part 2 of the passage, *Up From Slavery*.

Optional Activity



5–10 minutes

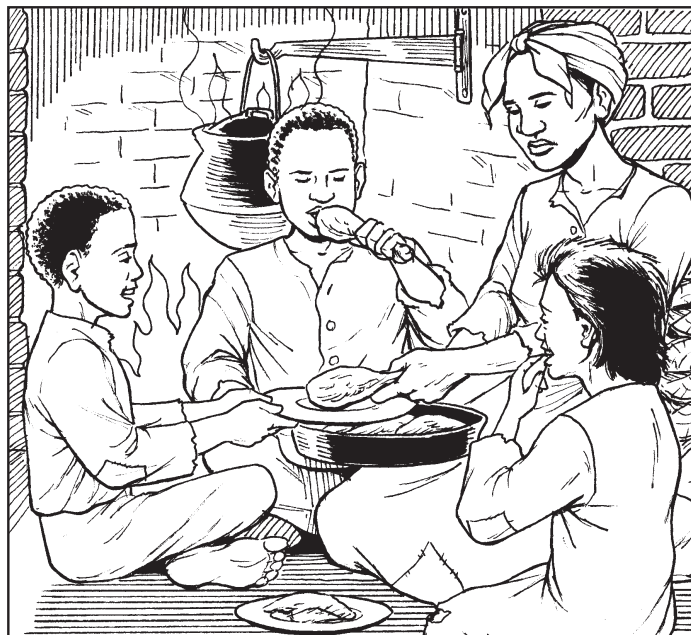
PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down on the table. Have the child draw a card, read the word, and tell you the base word. For example, if the child draws the word *carrying*, he/she should say *carry*. Have the child check the answer on the back of the card. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is not correct, he/she cannot move and will return the card to the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

I was born a slave on a plantation in Virginia. I lived in a typical log cabin, about fourteen by sixteen feet. Our cabin was also the kitchen for the plantation, and my mother did all the cooking for the whites and the slaves. She took a few moments to care for us in the early morning before her work began and at night after the day's work was done. There was no stove, so she used an open fireplace. The cabin was cold in the winter, but the heat from the fireplace in the summer was just as bad.

The cabin didn't have glass windows; it only had openings in the walls. The openings let in light, but they also let in the cold air of winter. There was a door to the cabin, but it was too small for the doorway, and there were large cracks in it.

I cannot remember sleeping in a bed before our family was freed. The three children—me, my brother John, and my sister Amanda—slept on a bundle of filthy rags on the dirt floor.



Part 2

Almost every day of my life was devoted to work. As a slave, I was 15
 cleaning yards, carrying water to the men in the fields, or taking corn to 29
 the mill to be ground into flour. The mill was about three miles from the 44
 plantation. They would throw the heavy bag of corn across the back of 57
 a horse. The corn hung about evenly on each side, and then they would 71
 sit me on top of the corn. 78

Somehow, almost every time, the corn would shift and become uneven. 89
 It would fall off the horse, and often I would fall off with it. I was not 106
 strong enough to lift the corn back onto the horse, so I would have to 121
 wait, sometimes for hours, until someone came by who could help. This 133
 made me late getting to the mill, and by the time the corn was ground 148
 and I went home, it would be dark. I was always frightened on the dark 163
 road coming home, and when I was late, I would get a severe scolding 177
 or a beating. 180

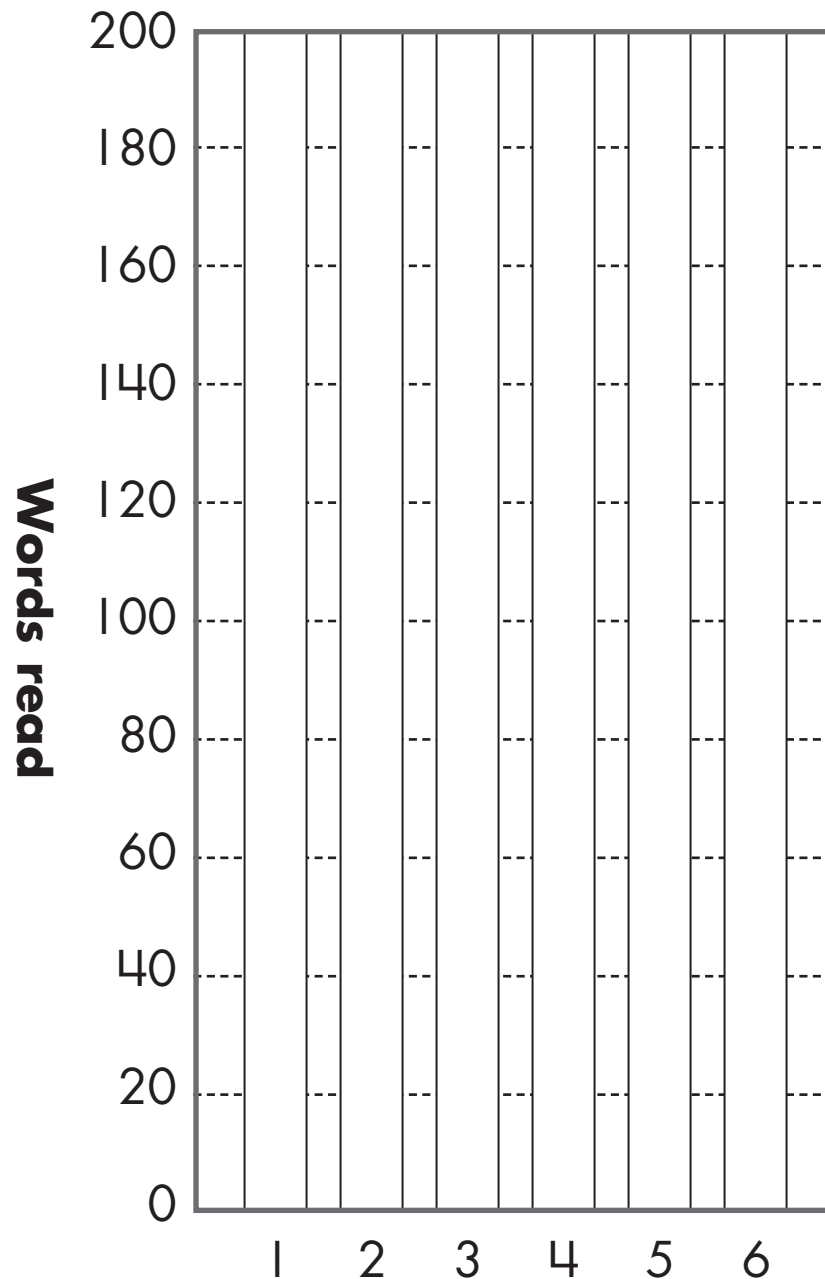


Fluency

Repeated Reading Bar Graph

Lesson X-4

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson X-4

cooking

caring

taking

working

using

opening

letting

sleeping

cleaning

carrying

grinding

throwing

hanging

sitting

shifting

lifting

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson X-4

work

2

take

3

care

3

cook

2

sleep

1

let

2

open

2

use

3

throw

2

grind

2

carry

1

clean

1

lift

1

shift

2

sit

2

hang

1

Game Board

Lesson X-4

